

Guildtown Primary School & Nursery

Handbook

Academic Session 2026/2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



Contents



- 1. Introduction**
- 2. Delineated Area**
- 3. Contact Details**
- 4. School Ethos**
- 5. Parental Involvement**
- 6. Transitions**
- 7. The Curriculum**
 - Religious Observance**
- 8. Assessment & Reporting**
- 9. Support for Pupils**
- 10. School Improvement**
- 11. School Policies and Practical Information**
- 12. Name of Child Protection Officer**
- 13. Nursery**

1 Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth & Kinross Council Education & Learning provides the following three categories of information:

School Information

The first half of this booklet contains information about the school. This is available from the school for parents of pupils at that school, or other parents who want to choose that school for their child instead of the school proposed by the authority.

Basic Information

The second half of the booklet is intended primarily for parents who want to consider a choice of school for their children, and consists mainly of brief details of the Authority's policy on placing in schools, meals, clothing grants, transport, and school commencement arrangements etc.

A complete copy of the basic information booklet is available from Education & Children's Services, 2 High Street, Perth PH1 5PH (Tel. 01738 475000). This contains lists of the Authority's schools.

It should be noted that the basic information booklet applies to primary, special, and secondary education and that information about nursery education is included in the School and Supplementary Information categories.

Supplementary Information

This includes specialised information which some parents may want for a variety of reasons, and which is available on request from Education & Children's Services. Such information relating to a particular school is available at that school.

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

GILDTOWN PRIMARY SCHOOL

Gilddtown Primary School is a small rural school, with nursery, located in the village of Gilddtown, approximately 7 miles from Perth. Most of the children who attend come from the village of Gilddtown, the nearby village of Wolfhill as well as the surrounding countryside.

The school has two classrooms, a nursery, a multi-purpose hall and an office/staffroom. Outside, the children have daily access to a tarmac playground and the school garden area. In better weather the children are able to go into the adjoining park.

The school has a very positive ethos which extends to its good reputation in the community, encourages high expectations, enthusiasm, hard work and a caring attitude towards others. We work hard to develop positive attitudes for lifelong learning.

Parents are welcome to visit the school and by arrangement speak with the Head Teacher about their child's education and well-being. We value the contributions of parents and the wider community to the education of our pupils. The positive partnership that exists between parents and teachers is greatly assisted by an active Parent Council which represents the whole parent forum to which all parents belong.

This handbook has been produced to provide parents with information on various aspects of school life. A nursery handbook is also available.

I look forward to meeting and welcoming you and your child to our school community.

Mrs Angela Thomson, Interim Head Teacher

2 Delineated Area

The delineated area for the school comprises of the area bounded by the River Tay to the west; Newmiln to the south; St Martin's Mill, Dunsinnan, Little Whitefield and Redstone Crossroads to the east, and Meikle Whitefield, Milestone, Strelitz Wood and Mains of Cargill to the north.

A detailed map of the area is kept in the school and may be referred to if you are in any doubt.

3 Contact Details

School details: Guildtown Primary School & Nursery
School Road
Guildtown
Perth
PH2 6BX

Telephone Number: 01738 474120

E-mail: guildtown@pkc.gov.uk

School website: <https://www.guildtownprimary.org.uk/>



2025-26 School Roll – 44 Nursery – 6

Staff

Interim Headteacher: Mrs Angela Thomson

P1-3 Class Teacher: Miss Ailie Davidson and Miss Caitlin Murray

P3-7 Class Teacher: Mrs Alison Head

PS Support Worker: Mrs Avril Turner

PS Assistant (P1): Mrs Lara Johnston

School Secretary: Miss Donna Dow

School Cook: Mrs Moira Dunlop

School Cleaner: Vacant

Facilities Coordinator: Mr Bailey McIlroy and Miss Evelyn Thomson

Early Childhood Practitioners: Mrs Cathie Hamilton and Mrs Kelly Barrance

Nursery Play Assistant: Mrs Yasmin Forsyth

Parental Concerns

Parental concerns are always listened to and acted upon. Concerns can be shared by contacting the Headteacher or other relevant member of staff at the end of the school day, by telephone, letter, or email. We aim to respond to concerns as quickly as possible and will involve staff, parents, and children (where appropriate) in finding a positive way forward. Communication with parents will continue until it is felt that the problem is fully resolved. Should parents, at any time, feel that the school is not dealing satisfactorily with the concern then parents can contact the school's Quality Improvement Officer – Kim Ramsay, 2 High Street, Perth PH1 5PH, Tel: 01738 475000

Complaints Procedure

The school is committed to providing a complaints procedure which is responsive, works timorously and acknowledges when things go wrong to seek and correct them. If a problem does arise the problem should in the first instance be made to the Class Teacher or Head Teacher, as appropriate. A complaint may be made in person, by telephone or in writing. The complaint will be recorded detailing the nature of the complaint, the contact details of the complainant and date. This will be dealt with fairly and in a sensitive and confidential manner.

The complaint will be acknowledged within 5 working days and a full reply will be given within 15 working days from the date of receipt of the complaint. If a full response can be made within 5 working days an acknowledgement will not be sent. If the problem is not resolved, the complainant should contact the school's designated Quality Improvement Manager, who will advise on taking forward the complaint within the formal complaint's procedure. Details can be found on Perth and Kinross Website or by contacting Customer Service Centre on 01783 475000 Email: customercomplaints@pkc.gov.uk.

Attendance and Absence Procedures

It is a legal requirement that parents ensure that their children attend school regularly and punctually. Persistent low attendance and slack time keeping are disruptive to the learning of the individual child and the class. All schools monitor pupil attendance carefully and will proceed with the Council's Attendance Procedures. Further information and advice for parents can be found here <https://www.pkc.gov.uk/article/17427/Attendace>.

All children should aim to arrive at school on time. Our school doors open to pupils at 9.10am. If a child is to be absent from school, parents should telephone the school on the first day of the absence to explain the reason for non-attendance and the possible duration of absence. Where no explanation is received by 9.30 a.m. school staff will telephone parents / emergency contacts to ascertain the reason for absence.

Explanations for absences can also be given by speaking to a member of staff over the phone, or by sending an email to guildtown@pkc.gov.uk explaining the reason for the absence. When no explanation at all is received then the absence is recorded as unauthorised. Where the school has serious concerns about attendance, Attendance Management procedures will commence. These are available on the school website <https://guildtownprimary.org.uk/Policies-26112023062128>.

Please keep the school informed of any medical conditions your child may have so that we can deal with these sensitively.

Infectious Disease Exclusion period suggested by the NHS.

| | |
|----------------|---|
| Chicken Pox/ | 5 days from onset of rash |
| Shingles | Exclude only if rash is weeping and cannot be covered, e.g. with clothing |
| Measles | 4 days from onset of rash |
| Mumps | 5 days from onset of swollen glands |
| Rubella | 6 days from onset of rash |
| Whooping Cough | 5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment |
| Impetigo | Until sores are crusted or healed or until 48 hours after antibiotic treatment has started |
| Ringworm | Until adequate treatment instituted |
| Scabies | Until adequate treatment instituted |
| Head Lice | Until adequate treatment instituted |
| COVID-19 | Follow current government guidance |

Holidays taken in term time are classed as unauthorised absences. Plans to take such time off school should be put in writing to the Head Teacher. We urge parents to avoid absences due to holidays in term times and stress that absence from school can adversely impact on a child's learning and attainment.

If your child needs to attend a clinic (e.g., dental clinic) during school hours, the child must be collected and returned to school by parents / carers. Where possible, appointments for the dentist, doctor should be made outside school hours to avoid missing class time. It is extremely important that parents give the school up-to-date information of any changes to contact details – e.g., mobile phone numbers, numbers of places of work or of emergency contact details.



Visits for Prospective Parents

Parents/Carers who have moved into the area or are planning to do so are most welcome to contact the Headteacher at any time and arrangements can be made for a conducted tour of the school, where the life of the school can be discussed in more detail. A copy of the current handbook is also issued.

Communication

Newsletters are sent home on a regular basis, and these include information about topics, trips, sporting events, staff training, school finance, school developments and individual successes. Information is also sent out by class teachers about the learning that is taking place in their classroom each term.

Parent evenings are held in both November and March where individual progress and next steps in learning are discussed. We encourage all parents to attend these meetings.

We also try to communicate with the wider community through our school website www.guildtownprimary.org.uk, our Twitter account @GuildtownPS, school noticeboard and through press releases in the local newspaper.

4 School Ethos

Our School Vision:

At Guildtown Primary School and Nursery we aim to provide a safe and happy environment where learners feel included and respected. All children will be encouraged to be responsible members of their community.

With staff and families working together, children will aim high to reach their full potential.

Our School STAR Values:

- Supportive
- Togetherness
- Ambition
- Respect



Our School Aims:

1. To create a happy and welcoming environment where children, parents and staff work together and show respect for others regardless of culture, race, beliefs, gender, and ability
2. To provide a range of relevant and meaningful experiences which will challenge all children and encourage them to become motivated, independent, collaborative, and active learners
3. To promote the well-being of pupils and encourage them to make healthy choices in their daily lives
4. To equip children with the skills and attitudes that will enable them to make informed choices and decisions that will affect both them and others
5. To create a climate of achievement where the individuality of each child is recognised and valued



Community

The school actively encourages links with the local community. Members of the community are invited to attend events being held at school and information of school activities is given through the community section of the local newspaper. A notice board outside the school is also used to inform others of the work of the school. We always appreciate any support from community members and groups. The school welcomes involvement in any work being carried out locally.

Positive Behaviour Management

At all times we aim to encourage children to develop self-control and self-discipline. We expect a high standard of good conduct and good manners for the benefit of everyone. Expectations are made clear to the children by all staff and reinforced regularly in the classroom, playground and at whole school assemblies.

As a Perth & Kinross School, we use **Restorative Approaches** when resolving conflict. Staff are trained in facilitating restorative conversations which allow children to work through any conflict to come to a common solution. These conversations allow the children to take responsibility for their actions and make them aware of the impact of their actions. They learn to respect other people, their views and their feelings and they develop feelings of empathy. Children respond well to the fact that they are being involved in decisions about their own lives.

Anti-bullying Policy

Bullying is unwanted and uninvited verbal, physical, emotional, or online conduct which causes distress and harm to the person experiencing it. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident. Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

- Physical: This may include hitting, kicking, pushing, or taking someone else's property
- Verbal: This may include spreading rumours, name calling, teasing, or talking about people.
- Emotional: This may include excluding someone from the group, embarrassing someone or making someone feel bad for being different
- Cyber: This often involves the same type of behaviour as other bullying, for example name calling, spreading rumours, or leaving people out, but takes place online, on social networking sites etc.
- Prejudiced-based bullying: This may include being targeted because of who you are or how people see you.

Bullying behaviour has an impact upon the child who experiences it, and it is everyone's responsibility to deal with bullying behaviour quickly and effectively.

This school adopts a proactive approach including a focus on anti-bullying through class work, Bounce Back and using Restorative Approaches. When bullying behaviour does take place, we need to respond appropriately by addressing the needs of those involved. This will be carried out within a framework of respect, responsibility, resolution, and support. We will use Restorative approaches to help build, maintain, and repair healthy relationships. Incidents of bullying behaviour will be recorded as it is essential, we monitor responses and the effectiveness of our anti –bullying policy and practice.

School Rules

At Guildtown Primary School we have 3 rules:

1. Safe
2. Respect
3. Responsible



5 Parental Involvement

Parent Councils

The Scottish Schools (Parental Involvement) Act 2006 became legislation in September 2006. This Act proposed changes which were implemented in August 2007 to abolish School Boards and replace them with Parent Councils. All parents of pupils attending Guildtown

Primary School are automatically members of the Parent Forum for the school and will be entitled to have a say in what happens at the school.

The role of the Parent Council is to:

- Support the school in its work with parents.
- Represent the views of all parents.
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum.

During the session, functions will be organised by the Parent Council to raise funds, which can help to finance school activities like outings, Christmas parties and equipment for general use in the school.

Chairperson J Martin
Secretary Z Stewart
Treasurer J Hunter

Community Member - J Welch



Interim Head Teacher attends in an advisory capacity.

Parent Forum / Council meetings will be held at regular intervals throughout the year to discuss school related issues and fundraising events. All parents are invited to attend all meetings, which are held in school.

Parent Helpers

At Guildtown Primary School we welcome parent helpers both in and out of the classroom. We appreciate the fact that many of our parents are working parents and try to involve them in a range of different ways.

Parental Involvement

At Guildtown Primary School we like to work in partnership with our parents. At the start of each planning block, we share the focus for learning areas with our parents.

Homework tasks are varied and within these we regularly include opportunities for parents to work with their children.

Parents are asked for feedback about the work of the school on a regular basis, usually in a questionnaire format. Members of the Parent Council also offer their ideas and opinions on a range of school related matters.

6 Transitions

Having a nursery within our school makes the transition into P1 much easier. The nursery children have the opportunity, throughout the session, to do some activities with the other children in the school and they get to know the teachers and staff too. For those children who attend a different nursery we have a supportive programme in place. A transition programmes is put in place in Term 4 and this has proved to be very successful.

Pupils from Guildtown Primary School normally transfer to Perth Academy. Throughout the session there are many opportunities for the children to mix with other P7s from Perth Academy cluster primary schools. We work closely with staff from Perth Academy to ensure that the transition process is smooth. Enhanced transition experiences are planned for any children identified as needing additional support.

Name: Perth Academy
Headteacher: Mrs Eleanor Paul
Address: Murray Place, Perth, PH1 1NJ
Tel No: 01738 458000
Website: <https://perthacademy.org.uk>
Perth Academy Email: perthacademy@pkc.gov.uk

7 The Curriculum

A Curriculum for Excellence ensures that the pupils receive a broad, balanced, cohesive, curriculum which progresses appropriately from Nursery through to secondary school and beyond.

It provides a balance of teaching which supports children in becoming successful learners, confident individuals, responsible citizens, and effective contributors.

Children learn at different rates and have different strengths and needs. Ensuring that each child reaches their potential is an integral part of learning and teaching at Guildtown Primary.

Programmes of skills are planned at whole school level for each curriculum area, ensuring there is progression as each child moves through each level. Benchmarks are used to track pupils' progress year on year to ensure the teaching and learning is at the correct pace and there is good support and challenge.

A variety of teaching approaches are used taking account of children's learning styles, interests, and opportunities to work outdoors, take fieldtrips and work with experts within and out with school all contributing to the children's learning experiences.

The core areas of our curriculum are defined as follows:

- Languages (including French at all stages)
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies
- Health and Wellbeing
- Expressive Arts



These are taught throughout the school either as discrete subjects or through cross curricular learning contexts. Further information can be accessed by visiting the Curriculum for Excellence website: <https://education.gov.scot/curriculum-for-excellence/>.

CfE is divided into Levels. The levels we will focus on in primary are:

- **Early Level** – pre-school – P1, or later for some
- **First Level** – children in P2 – P4, or later for some
- **Second Level** – children P5 – P7, or later for some

Class teachers plan to use the experiences and outcome of CfE to offer a wide and varied curriculum for all children.

All learning is based on the principles and purposes of CfE. Our school policies and programmes of work help us plan much of the content of what children will be learning at each stage of their development. We ensure that Literacy, Numeracy and Health and wellbeing are fully integrated into all learning experiences, with plenty of opportunity for children to practise, reinforce and apply their knowledge and understanding from these core curricular areas.

Religious Observance

The school holds assemblies, which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. We also welcome input from our local minister, Ms McDougall, who visits the school on a regular basis.

Under the terms of the Education (Scotland) Act 1980, “any pupil may be withdrawn by his / her parents from any instruction in religious subjects and from religious observances”. Any parent who wishes to exercise this right must first discuss the matter with the Head Teacher.



8 Assessment & Reporting

Assessment

Assessment has several purposes but mainly allows a teacher to check on a child's strengths and needs so that the next stage of learning can be planned properly. Results of assessment also allow children to know how well they are doing and what targets still require to be achieved. They are helpful also in reporting on a child's progress. Each class teacher

makes a continuous assessment of progress on a day-to-day basis and will use that assessment to plan further work. More formal tests and assessments are introduced at times when the class teacher feels it is best for children's learning.

Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations, and discussions
- records (oral, written, audio-visual) created by children which may include self
- assessment and/or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue written responses
- a product, for example, piece of artwork, report, project
- accounts provided by others (parents, other children or young people, or other staff) about what learners have done

Children will progress through the different Curriculum for Excellence Levels, typically over a three-year period with scope for breadth and depth of learning opportunities.

Taking account of Curriculum for Excellence assessment guidelines, teachers will use their professional judgement to decide the level towards which each child is working. A teacher will collect evidence of that attainment from class work or may use a formal summative assessment to check his/her own judgement that a child has attained a level.

National Standardised Assessments for Scotland

The Scottish Government nationally developed a set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all the assessment information available to them, when considering children's progress and planning the next steps in their learning.

Our children in P1, P4 & P7 shall use the assessments as part of monitoring their ongoing progress and shall focus on aspects of reading, writing and numeracy. Teachers will use this information, alongside a wide range of other assessment information, to discuss with you how your child is progressing with their learning, as part of the normal reporting process in our school.

Reporting

Each child's performance is recorded by the teacher and communicated to parents at Parents Evenings held in November and March. We strongly encourage parents to attend these meetings where progress and identified next steps in learning are shared. At the end of each session an annual report is also issued. This provides a written summary of the year's work.

Parents are welcome to discuss their child's progress at any time throughout the school session, particularly if a concern has been identified. In such instances, please telephone the school or send a note to the class teacher so that a convenient time can be arranged for a meeting.

9 Support for Pupils

Following Perth & Kinross Council policy the needs of Additional Support Needs (ASN) children will be met, where possible, in the classroom with mainstream peers. Progress of children will be monitored and regularly discussed with parents and other support agencies through the ASN review process. For children with additional needs a formal review will be held annually, and parents are invited to attend. Should parents wish to discuss Additional Support Needs for their child they should, in the first instance, make an appointment to speak to the Interim Head Teacher.

From time to time some children may be identified by school staff as requiring “extra help” for a variety of reasons. This may be in a specific curricular area or in a number of subjects and may be of a short or longer-term nature. Initially the class teacher or a parent will identify that an on-going problem exists and will make a referral to the Head Teacher who will then gather information and decide as to what form the support should take. This may involve devising a specific programme for the child or further assessment may be required to identify the next steps. At all stage’s parents will be kept fully informed and encouraged to work in partnership with school to ensure the child receives the best education possible.

Children with Additional Support Needs are fully included in the life of the school and every effort is made to meet their needs. The class teacher is responsible for ensuring that every child in their class has their needs met. Mrs Turner, PSSW, works closely with the class teachers and will provide support as required. Any concerns regarding pastoral care and support are fully discussed with parents and a plan is agreed to support the child.

Regular meetings are held between key staff and parents to discuss progress, next steps, and any other concerns. Parents can request a meeting as required.

Information on the authority’s policy in relation to provision for additional support needs can be found at

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

There are organisations specified by Scottish Ministers which provide advice, further information, and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527.

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk.

Advice and information are also available at <https://enquire.org.uk>

Enquire provides a range of clear and easy-to-read guides and factsheets including the Parents’ Guide to Additional Support for Learning.

- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

10 School Improvement

The main achievements of the school over the past year can be found in the Standards and Quality Report which is published annually and available to view on the Perth and Kinross website by clicking the following link:

<https://www.pkc.gov.uk/article/17514/Guildtown-Primary-School>

Plans for improvement of the school's performance over the next year, including how the school will involve parents, are contained in the School Improvement Plan, a copy of which is available from the school on request.

Details of the school's performance at local and national level can be obtained by viewing our HMI Scotland Inspection through the following link:

http://www.pkc.gov.uk/media/32074/Guildtown-Primary-HM-Integrated-Inspection-Report-2010/pdf/Guildtown_Primary_HM_Integrated_Inspection_Report_2010.pdf?m=635715300886100000

As part of PKCs quality assurance programme the school was visited by a team of officers in January 2020. The themes for the review were Achievement, Learning and Leadership. The themes subject to scrutiny were based on core Quality Indicators from 'How good is our school?' (4th edition). Information was gathered from visits to classes, scrutiny of data, records and children's work, discussions with children, parents and staff, and other evidence of learning

A copy of this recent report can be found here:
https://www.pkc.gov.uk/media/32072/Guildtown-Primary-Extended-Learning-and-Achievement-Report/pdf/ELAV_report_FINAL.pdf?m=637358623346930000

11 School Policies & Practical Information

School Registration



• Primary 1 Registrations

Parents are asked to register new intake P1 pupils in January of the year they are due to start school. A link to do this becomes "live" in January for parents to do this online, all placement and registration requests are handled directly by the ECS Schools team and information on this can be found here <https://www.pkc.gov.uk/article/17276/School-enrolment>.

Parents living out with our catchment area can make a placing request to have their child enrolled at Guildtown Primary School. Details of this are available at <https://www.pkc.gov.uk/article/17301/Placing-request>.

• Nursery Registrations

Parents are usually invited to register their child/ren in January each year, all placement requests are handled directly the Early Learning Childcare team, for more information on the process please click here <https://www.pkc.gov.uk/article/21333/My-child-is-under-5>.

• Transitioning P7 to S1

For P7 pupils moving onto secondary education, they are automatically enrolled in their catchment school. For parents who want to make placing requests they must fill in a Placing Request online form. (January / February of the year of transition). For more information click here <https://www.pkc.gov.uk/article/17301/Placing-request>.

School Day

The **school day starts** at 9.10 am.

Morning break is from 10.45 am until 11.05 am – outdoors unless there is heavy rain.

Lunch break is from 12.25 pm until 1.15 pm.

End of school day is 3.15 pm - all children are brought to the front door and dismissed by their class teacher.

The **Nursery starts at 9.00 am and finishes at 3.00 pm.**

School Exclusion Zone

School Road is part of a school exclusion zone. The purpose of the exclusion zone is to try and discourage un-necessary traffic movement at school times. All residents within the zone have a permit to enable access during the times of operation. **Vehicles without a permit should not be travelling within the restricted area during the times of operation. The exclusion zone will operate each weekday, during the school term, between 8.15am and 9.15 am each morning and between 2.45 pm and 3.30 pm each afternoon.** The amber beacons on the sign at the bottom of School Road will flash during these times to indicate that the restriction is in operation.

School Holiday dates

School holidays for the current and forthcoming school sessions can be found at: <http://www.pkc.gov.uk/schoolholiday>



Arrangements for Emergency Closure

Where the school has to close at very short notice because of circumstances such as failure of heating, adverse weather conditions etc. the following procedure will apply: -

- The Head Teacher will make sure a parent or responsible adult is at home to receive the child.
- Where School transport is provided, pupils will be allowed to use it only where there is absolute certainty that they will arrive home safely.
- Seesaw will initially be used to inform parents of what action is to be taken. This will be followed by a telephone call where no Seesaw response has been received.

Parents should always use their best judgement when deciding whether to send or escort their children to school. In the interest of the health and safety of pupils and staff, it may be necessary during severe weather conditions to close this school. If this is to be done prior to the school opening, it will be announced on Radio Tay after 7.00 am.

| | | |
|--------------|--------|-------|
| Radio Tay | Dundee | Perth |
| Frequency AM | 1161 | 1584 |
| Frequency FM | 102.8 | 96.4 |

Please note that, although as schools we have a direct number to Radio Tay, it often takes a considerable time for individual schools to get connected.

Parents can also get information from:

- Perth and Kinross Council Information Line – 01738 475000 open between 8.45am and 5pm. Calls are charged at the local rate.
- PKC website – <https://www.pkc.gov.uk/article/17286/School-closures>.

Emergency Arrangements

In the event of an emergency, (e.g., if your child becomes ill or has an accident) or in exceptional circumstances, the school may need to contact parents or emergency contacts. It is, therefore, very important that parents keep the school informed about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts.

School Uniform

We believe that having a school uniform is important. It helps to create an identity for the school and gives the children a feeling of pride and respect for their school community. We encourage all our families to support us in this matter.

Our school uniform options are:

- Grey or black trousers, shorts, skirt, or pinafore
- White polo shirt with maroon school sweatshirt
- Grey or black or maroon pullover or cardigan
- White shirt with school tie
- Red and white stripe or check dress (summer)

Parents are able to use an online ordering service for some school uniform items including the school maroon sweatshirt which has the school motif on the front. However there is no expectation that parents purchase items from this company and items purchased elsewhere, with no school logo, are perfectly acceptable.

We encourage parents to send in used school uniform items, which are still in good condition and can be passed on to other families.

PE Kit

Indoor PE

- gym shoes/clean trainers
- shorts and T-shirt (no vest tops)
- named gym bag (can be a plastic bag)

Outdoor PE

- warm sweatshirt and jogging bottoms
- T-shirt
- outdoor trainers

In the interest of Health and Safety long hair must be tied back and earrings and other articles of jewellery must be removed for PE lessons. If your child's ears have just been pierced, they must come to school with their ears taped or, in the case of older children, have their own tape and be responsible for covering up the earrings.

Art Overall

All children should have an art overall which will protect their clothing during art lessons. This can be an oversized T-shirt or shirt – it does not have to be a 'bought' art apron.

Please ensure that every item of clothing and as many other belongings as possible are LABELLED clearly and indelibly with the child's name.

Parent Pay

Payments for school lunches, trips or any other nominated cash transactions between yourselves and school can be made through our electronic ParentPay system now that we have become a cashless school. As a Perth and Kinross Council School we encourage all parents to use this system as it is not only convenient for yourselves but will also save time in school administration. You will receive more information on this including an Activation Letter when your child joins us.

School Meals

Lunches are prepared outwith the school premises with some cooking being done on site. A school lunch costs £2.30 each day for children in P6-7 and is free to all children in P1-5 and nursery. Lunch menus are issued to all families and children pre-order the main course of their choice. Children can bring a packed lunch to school if preferred and these are eaten in the school dinner hall, or in the nursery, alongside the other children.

Free school meals are available for those in P6-7 who are in receipt of qualifying benefits. Guidance notes and application forms are available from the school office or are available online at www.pkc.gov.uk/freeschoolmeals.

Educational Trips

To make learning interesting and relevant to the children, we often arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Parents will sometimes be asked to contribute towards the cost of these trips, but wherever possible these are subsidised by the Parent Council or from School Funds.

When a child enrolls at Guildtown Primary their parents are asked to sign a blanket consent form covering school outings. This may be used to cover short local trips eg. a walk, a trip to another school, a trip within the Perth area. It is, however, our practice to issue a separate permission slip for trips that take us further afield eg a class trip to Edinburgh

Homework

Children are issued with homework on a weekly basis – this allows parents and children to organise the homework around other activities taking place during the week. Reading homework is written separately in the reading marker. Parents are encouraged to support their children but should inform the class teacher if something was particularly difficult or not understood.

Why is homework so important?

Homework helps children

- Practise and build on what they have learned in school
- Learn how to organise and manage their own time
- Take more responsibility for their own learning
- Develop confidence, overcome difficulties, and solve problems

- Learn and work independently
- Share their learning with parents/carers
-

What will homework include?

- Reading
- Language – e.g., spelling; work giving extra practice in language, phonics
- Maths/Number skills practice
- Context work - either oral or written
- Tasks linked to other curricular areas

Not all homework will be written. It may involve preparing for a class talk, collecting items for a topic, drawing, carrying out some research by reading or through the Internet. Whatever the task, we expect good quality homework of an equal standard to what is produced in class. It's the quality that matters not the quantity.

Recommendations:

1. Pupils will be given homework regularly.
2. Homework tasks will be appropriate to the needs of the individual child.
3. Homework should take up to 30 minutes to complete. This may be shorter for P1- P3 and slightly longer for P6 – P7.
4. Older pupils may be given a task, such as research, to do over a few days. Under these circumstances' pupils are expected to manage their own time so that work is distributed over the allowed period. This approach will avoid excessive time being spent on homework the day before a task is due to be handed into the class teacher.
5. The completion of homework is the responsibility of the pupil.
6. Homework should be completed in a quiet place which allows children to concentrate
7. The presentation of homework should always be neat, and care taken with handwriting.

Health Care

We work in partnership with Health agencies to provide the best Health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed [within their limited resources] for pupils in need of this service. The School Health service supports the school in ensuring our children's health needs are met. All P1 children have a 5-year-old vision, height, and weight check. At other stages of the school hearing and vision tests are carried out if concern is expressed by parents or teachers. Parents will be notified if there is a need for the School Nurse to examine their child and will be invited to be present. Occasional dental checks are carried out usually in P1 and P7. (Parent consent is required)

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Parents should let the Head Teacher know whether this information should be shared with relevant school staff or whether they wish it to be held in confidence.

If your child becomes ill at school or has an accident, the school will notify you by telephone. If it is considered that emergency treatment is required your child will be taken straight to Perth Royal Infirmary while you are being contacted and you will be asked to go to the Infirmary. If parents are not available the emergency contact will be contacted. First aid is administered, when necessary, by staff members.

If a child requires medication at school times, **a medicine administration form must be completed**- these are available from the school office and from the school website. A member of staff (first aid trained) will administer medication, according to the given instructions.

No medicines may be administered without a completed form.

From time to time we may find that a child has an infestation of head lice. When that is the case we will notify the parent of that child directly. We will also inform parents generally to be vigilant about their children's hair.

12 Child Protection

At Guildtown Primary School we believe that it is everyone's job to look after and protect children from harm – doing nothing is not an option.

Given on-going public concern on the subject of child abuse and the changes in the law, schools are required to report if we think any child has come to harm as a consequence of possible abuse. A member of staff in each school has been appointed to be responsible for Child Protection matters and is given special training. In our school that person is Interim Head Teacher - Mrs Thomson. (Designated Officer (Child Protection)).

Should you have concerns about the welfare of any of our children please contact Mrs Thomson at school.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people.

Wellbeing is described by 8 'indicators':

| | | | | |
|-----------|---------|-------------|----------|--------|
| Safe | Healthy | Achieving | Nurtured | Active |
| Respected | | Responsible | Included | |

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people, and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

13 Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is **Guildtown Primary School Nursery**.

<https://www.pkc.gov.uk/article/21945//Register-for-a-local-authority-nursery-place-for-school-year>

Further details of nursery provision in Perth and Kinross are available in the Council's "Early Learning and Childcare Policy and Guidelines for Admission to Nursery Classes and Early Childhood Centres 2023-24", which can be accessed on the Council's website at the following address:

https://www.pkc.gov.uk/media/52115/Nursery-Policy-Guidelines-2024-25/pdf/Nursery_Policy_Guidelines_2024-25.pdf?m=1723625096537

Our Nursery class has its own separate Nursery Handbook. This is available from the School Office and is on our School Website.

